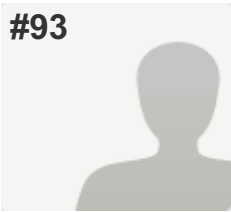


#93

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, June 23, 2016 3:04:05 PM**Last Modified:** Thursday, June 30, 2016 2:17:14 PM**Time Spent:** Over a day**IP Address:** 207.165.194.4

PAGE 2

Q1: Name of School District:	Waukee Community School District
Q2: Name of Superintendent	Cindi McDonald
Q3: Person Completing this Report	Lindsay Law

PAGE 3

Q4: 1a. Local TLC Goal

Continue to attract highly-effective teachers by offering competitive starting salaries and offering short-term and long-term professional learning and leadership opportunities. Continue to retain effective teachers by providing pathways for career opportunities.

Q5: 1b. To what extent has this goal been met?

(no label)

Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Waukee TLC roles were developed to offer short- and long-term professional learning, leadership opportunities, as well as provide career pathways for teacher leaders. All positions work collaboratively to provide short- and long-term professional learning as noted after the listed positions.

*The career pathways are listed below:

The Waukee CSD Teacher Leadership & Compensation plan included hiring 226 Teacher Leadership positions for the 2015-16 school year. These leadership roles include 21 full release positions: 12 Instructional Coaches (one per building); 5 Instructional Mentors (serves 1st year teachers); 4 Instructional Strategists (serves special education teachers). The district had 205 leadership roles that continued in their full time teaching positions: 80 Curriculum Leaders (8 elementary per building, 4 for 6th-9th buildings, 8 for 10th-12th); 125 Building Mentors (30 supporting first year teachers, 35 support second year teachers, 60 supporting career teachers new to the district, returning to district teachers did not receive mentors).

*Short- and Long-Term Professional Learning:

New-to-Waukee training

Our professional learning model highlights extended support for all New-to-Waukee teachers. This includes 15 hours of face-to-face learning with an Instructional Coach, Instructional Mentor and/or Instructional Strategist, as well as 30 hours of "out-of-class" learning and application. In the 2015-16 school year, Waukee welcomed 99 New-to-Waukee teachers.

Embedded professional learning - PLC+

PLC+ is an embedded professional learning experience that is offered throughout all 7 of our elementary buildings. The learning is facilitated by the Instructional Coach within each building and is focused on district and building goals for the year. Each grade level team has three ½ days PLC+ sessions throughout the year. During the 2015-16 school year, PLC+ sessions were designed to elevate learning around Social Studies, Science & Literacy.

Mentor/Mentee Program

The mentor/mentee program is designed to support first year, second year and New-to-Waukee teachers within the district. Each teacher is assigned to a building mentor. Mentors assume the responsibility for modeling and guiding mentees through the PLC process and daily instructional routines. They engage their mentees in learning-focused conversations around relevant instructional topics and practices. Mentors and mentees attend 5 after-school, seminar sessions to support conversations and growth and to collaborate with other mentors and mentees from across the district.

*Application/Retention Data:

During the 2015-16 year, Waukee CSD had 1,100 applications for certified teaching positions (high school, middle school, and elementary teaching positions). This number DOES NOT include multiple applications refiled by the same applicant.

WCSD employed 662 certified teaching staff and had a retention rate of 94.7% for the 2015/16 school year.

*District Salary Schedule:

The Waukee starting salary is \$38,78, with benefits totals \$45,844.00 for a first year teacher with BA+0.

Q7: 2a. Local TLC Goal

Promote collaboration by developing and supporting opportunities for teachers within and across the district.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

***Professional Development Schedule**

Waukees Professional Development schedule is designed to be responsive to teacher and student need while supporting consistency and growth for foundational practices in curriculum, instruction and assessment. There are seventeen early-out professional development days for each of our 12 buildings. Opportunities for building-level, district-level and across-building learning are represented within the schedule.

***Peer Review Data**

Every teacher and administrator in WCSD completed the peer review process as part of their annual review process for the 2015-16 school year. Peer review was included in each individual teacher's professional development goal.

Q10: 3a. Local TLC Goal

Embrace professional growth and effective teaching by providing pathways for career opportunities that come with increased responsibilities and time.

Q11: 3b. To what extent has this goal been met?

(no label)

Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Professional Growth opportunities in-district & out of district.

During the 2015-16 school year, a variety of teachers participated in professional learning opportunities to increase versatility within the instructional understanding, craft and practice. Here are ten of the opportunities most aligned with our TLC goals.

- 1) 28 Waukees teachers attended the Teaching for Engagement, Inquiry & Understanding Conference in Santa Fe, NM in January 2016. This group included classroom teachers, Instructional Coaches and Instructional Mentors.
- 2) 10 Instructional Coaches attended The Science of the Imagination Conference in Orlando, FL in April 2016.
- 3) 24 Waukees teachers attended the Heartland AEA Dyslexia Training with Wendy Robinson on December 4, 2015. This group included Instructional Coaches, Curriculum Leaders, Reading Lab teachers and classrooms teachers. Instructional Coaches also participated in the extended 2-day dyslexia training that took place during Jan/Feb 2016.
- 4) 3 Instructional Mentors attended the SDE National Conference in Las Vegas, NV in July 2015.
- 5) A number of WCSD Curriculum Leaders attended the state led social studies and science conferences coordinated through Heartland AEA, Best Practices Institute, Young Writers Workshop, Our Kids Conference, NGSS Science Institute, & Leader In Me Trainings.
- 6) All 12 Schools provided professional conference opportunities to classroom teachers and teacher leaders. These conferences include some of the conferences listed above.
- 7) In collaboration with Drake University, in-district cohorts are offered for earning a Master's Degree in Teacher Effectiveness and Professional Development or Educational Leadership (aspiring administrators). We have over 60 teachers currently enrolled or who have currently graduated through one of these two programs.
- 8) Over 100 teachers and teacher leaders attended Waukees first annual Warrior Talk on 12.12.15 in which many Teacher Leaders attended
- 9) 12 TLC Leaders spoke at Waukees TLC Talk with Governor Brandstad on Nov. 9th, 2015
- 10) All full release TLC positions have completed Cognitive Coaching Training through Heartland AEA

Q13: 4a. Local TLC Goal

Improve student learning by strengthening instruction.

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Student Achievement Data

Iowa Assessments

Reading

Impact of TLC Plan - 2015-2016

Less Than Proficient=11.2%
Proficient=51.5%
Advanced=37.3%
Proficient/Advanced total=88.8%
N=6070

Math

Less Than Proficient=10%
Proficient=45.6%
Advanced=44.3%
Proficient/Advanced total=89.9%
N=6084

Science

Less Than Proficient=10.5%
Proficient=62.6%
Advanced=26.9%
Proficient/Advanced total=89.5%
N=6085

NWEA Measures of Academic Progress (MAP)

WCSD administers the Measure of Academic Progress (MAP) exam created by the Northwest Evaluation Association (NWEA). Students in grades 3 through 9 take the test in fall and spring. Unlike standardized achievement tests that compare students to a national norm, MAP tests are scored on an equal interval scale. A student's RIT score is determined in the fall. Using an anticipated spring score to establish growth targets, student progress can be tracked from fall to spring and year to year. The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement. An advantage of the RIT scale is that it can relate the numbers on the scale directly to the difficulty of items on the tests.

The NWEA proficiency scores of WCSD students in spring of 2015. Every grade level in WCSD exceeded the established national norms.

Reading

Less Than Proficient=11.4%
Proficient=53.9%
Advanced=34.8%
Proficient/Advanced total=88.7%
N=4440

Math

Less Than Proficient=12.2%
Proficient=53.6%
Advanced=34.2%
Proficient/Advanced total=87.8%
N=4383

ACT

Average Composite Score

Waukee=24
State=22.2
National=21

% of Students meeting all 4 Benchmark Scores for College Readiness

Waukee=50
State=33
National=28

AP Courses/Exams

Waukee High School offers a wide selection of courses including unique special interest, Advanced Placement (AP) and concurrent enrollment classes. 78% of Waukee High School students who took AP exams in 2015 scored a 3 or higher on the exam. In 2015, WHS was home to (5) National AP Scholars. This distinction is granted to students in the United

Impact of TLC Plan - 2015-2016

on the exam. In 2015, Wauke was home to (3) National AP Scholars. This distinction is granted to students in the United States who receive an average score of at least (4) on all AP Exams taken and scores of (4) or higher on eight or more of these exams. In 2015, 74 students scored a 3.85 AP exam average.

Graduation Rate

Wauke High School is the 4th largest high school in the state and Wauke is the 8th largest district in the state. The 5 year cohort analysis data from Wauke's graduating class for 2015 was at 99.1% graduating. The state average for these years is around 90.8%.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Continue to support leadership at all levels within a professional learning community.

Q17: 5b. To what extent has this goal been met?

(no label)

Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The process for monitoring student learning in Wauke is similar among K-12 teams PLC teams:

1. Determine the skills and concepts most essential to student success in a given subject/content area
2. Analyze and clarify these skills and concepts to establish an agreed upon understanding of the learning outcomes
3. Create a series of common formative assessments aligned to these outcomes and establish/align proficiency targets
4. Analyze formative assessment data based on proficiency targets to collectively make informed decisions about students, instruction and resources
5. Follow through with systems of intervention

Wauke teachers and administrators utilize data to identify students who are experiencing difficulty and students who are already proficient to optimize our use of specialized teachers (reading resource, English as a Second Language, Gifted Education, etc.). District alignment with the PLC process and data collection throughout the year allows for systemic growth and support across all grades. The clarity and consistency with this process among teachers in our district has allowed for continued student growth across all socioeconomic levels and continues to provide job-embedded learning for our teachers and administrators.

Q19: 6a. Local TLC Goal

Expand on current roles, structures, and processes in Wauke.

Q20: 6b. To what extent has this goal been met?

(no label)

Mostly Met

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Throughout the 2015-16 school year, Waukee teacher leaders focused on improving the MTSS process for meeting the needs of all learners. Through this area of focus many teacher leaders were involved in developing professional learning, communication, and implementation around the MTSS process.

In addition, student achievement data and qualitative/anecdotal findings suggested a need for teacher leadership geared toward literacy. The following was an expansion on current roles with our TLC structure.

Current roles:

INSTRUCTIONAL COACHES (one per building)

1. Support and coach teachers regarding best instructional practices.
2. Work with grade level/content level teams to review progress & plan for improvement.
3. Support staff through job-embedded learning and modeled classroom instruction.
4. Maintain regular collaboration with building and district teams.
5. Deliver building and district-wide professional learning.

Expanded roles:

INSTRUCTIONAL COACH (K-12 focus on Literacy)

1. Observes and coaches teachers regarding literacy instructional practices.
2. Provides strategies for improvement to staff, based on data analysis.
3. Works with grade level/content level teams to review progress; plan for improvement.
4. Supports staff through job-embedded learning and modeled classroom instruction.
5. Assists individual teachers with ITPDPs (Individual Teacher Professional Development Plan) and building goals.
6. Maintains regular collaboration with building and district leaders.
7. Utilizes data to assess student achievement.
8. Collects and reports data as required.
9. Works with building and district leaders to develop and deliver differentiated professional development.
10. Extends own professional development and research-based instructional strategies.
11. Collaborates with strategist and instructional coaches to promote consistency and continued shared learning.

In addition, each of the other TLC roles were given opportunity to reflect and meet one-on-one with district administration regarding their TLC role and responsibilities. The following areas indicate the greatest areas of expansion among our roles, structures and processes within the district:

1. Increased collaboration among teachers new-to-the profession with career teachers (observation data: 3-4 lessons observed 30%, more than 7 lessons observed 50%)
2. Increased knowledge and faster application of new learning among teachers new to the district (first year, second year, new-to-waukee) per anecdotal survey data. (i.e.

"What was your biggest learning moment so far this year? "The conversation I just had with my honors class on class requirements, AP goals, future careers, and the balance between "happiness" and "good grades." -First Year Teacher)

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Increased internal communication around each role to ensure teachers access support as needed. Being in a district that grows by close to 100 new teachers each year creates a need for continual professional learning and communication of past changes and initiatives. We view and utilize the TLC roles as an embedded part of our learning culture and want to ensure the first three years of implementation utilize effective communication of these roles. The following actions relate to improvements in effective communication around TLC roles:

1. Adjusting the new-to-Waukee course and mentor/mentee seminar to specified groups among the professional learning goals (i.e. first year teachers, special education)

*Improving the blog for resources related to new-to-waukee teachers

*Weekly PLC meeting updates from other TLC groups/roles

2. Results from WCSD 2015-16 Annual Review of Assignment indicated a strength in our teachers leadership roles. Results showed that all 226 Teacher Leaders were marked either proficient or distinguished in either one or both of the following areas (1a, 4e, other*) according to rubrics developed to evaluate their roles. Rubrics were developed from the Enhancing Professional Practices: A Framework for Teaching (Danielson, 2007). *Instructional Coaches were to choose their own two areas of emphasis during their pre-conference with their evaluator at the start of the school year. We would like to see growth for all teacher leaderships toward the actions and descriptors in the distinguished category on the rubrics.

3. As student achievement and anecdotal data indicate, our professional learning focus for the next school year will center around literacy development. These considerations will impact all TLC roles as professional learning, collaboration, and other TLC goals are all related to positive growth and improved instructional practices.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

First Year Mentee End-of-Year Survey Results

(scale of 1-4, 1=low quality, 2=high quality)

Quality of Support in Classroom Management (1=0%, 2=9.1%, 3=18.2%, 4=72.7%)

Quality of Support in Differentiating Instruction (1=0%, 2=13.6%, 3=13.6%, 4=72.7%)

Quality of Support in Curriculum (1=4.5%, 2=9.1%, 3=18.2%, 4=68.2%)

Quality of Support in Problem-Solving (1=4.5%, 2=4.5%, 3=4.5%, 4=86.4%)

Overall Quality of Support from Mentor (1=0%, 2=9.1%, 3=9.1%, 4=81.8%)

Do you see yourself being a teacher in 5 years? (Yes=100%, No=0%)

Would you recommend a college graduate to apply to teach in Waukee?

(Yes=90.9%, Yes, with some hesitation= 9.1%, No=0%)

List supports from your mentor that were especially beneficial to you this year: daily meetings, observing lessons, continued willingness to help, explanation of materials, supports with Grade Book, classroom management, collaboration with PLC, positivity, perspective, behavior supports and interventions, curriculum and instruction design, IEPs, scheduling, grading, rubrics, conference preparations, preparing for observations and evaluations

New-to-the-Profession End-of-Year Survey Results (supported by Instructional Mentors)

(scale of 1-4, 1=low quality, 2=high quality)

Overall Quality of Support from Instructional Mentor (1=0%, 2=0%, 3=10%, 4=90%)

Quality of Relationship with Instructional Mentor (1=0%, 2=0%, 3=10%, 4=90%)

Do you see yourself being a teacher in 5 years? (Yes=100%, No=0%)

Would you recommend a college graduate to apply to teach in Waukee?

(Yes=80%, Yes, with some hesitation= 20%, No=0%)

List supports from your mentor that were especially beneficial to you this year: observing mentor teach lessons, instructional strategy support, resources, math support, co-teaching opportunities, lesson planning, time and classroom management, sounding board for any and all questions, conference preparation, small group instruction, emotional support and guidance, parent communication, set-up of routines and procedures, reflective practices)

****Additional formative data was collected from New-to-Waukee teachers related to the New-to-Waukee professional learning coach and mentor/mentee experiences. See excerpts below:**

New-to-Waukee Teacher Reflection:

"This year has been amazing and challenging. Through my work with my mentor and instructional coach, I was able to identify and prioritize my responsibilities and goals to ensure a strong start to my school year and continued career in Waukee. I'd like to thank the district for giving me an opportunity to have a mentor and instructional coach to guide me through my first year. I'm happy to be in the Waukee District and I'm excited about the future!"

-Elementary Teacher

End-of-Year Reflections from Building Mentors:

"I loved the flexibility of the mentor meetings. We were given direction, but were free to let those conversations go wherever they needed to go. Thanks for trusting us as leaders and for allowing us to be involved in the process. We are definitely better as an organization due to these opportunities."

"Thank you for the support this year and for the detailed emails. I would suggest more of the same. I think one of the best things about the mentor/mentee program is connecting people."

"I felt that the timeframe was great and that each veteran teacher, as well as new teacher, was supported by the mentor/mentee program. The small group settings and purposeful conversations were great environments of what new teachers need to know about the climate and culture and expectations within our schools. It is not always easy to break away from everything to meet, but know this time is of high quality and I appreciate the time spent with other colleagues with their perspectives in education and the learning process. I was very pleased with what happened this year and hope to continue being a mentor in the future!"

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.